



EFFECTIVENESS OF LIBRARY CLASSIFICATION SCHEMES: A SURVEY OF J.N.U. LIBRARY STAFF AND USERS

DISSERTATION

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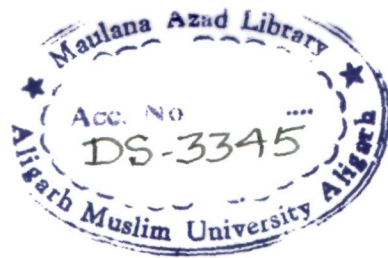
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**DEDICATED
TO
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AND CARING
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&**

MY SHAMMU MAMU

(Late Mr. Shams Yusuf Khan)

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CERTIFICATE

This is to certify that *Ms. Sana Anwar* has completed her dissertation entitled "*Effectiveness of Library Classification Schemes: A Survey of J.N.U. Library staff and users.*" in the partial fulfillment of the requirements for the degree of Master of Library and Information sciences. She has conducted the work under my supervision and guidance.

I deem it fit for submission.

Mr. S.M.K.Q. Zaidi
Reader

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CHAPTER - 1

INTRODUCTION

INTRODUCTION

Library is a community centre for perpetually transmitting knowledge to individuals. It is an important hallmark of a developed society and culture, which caters ideas, knowledge and values not only to its contemporary clientele but also works as a catalytic agent to posterity. Landheer rightly observes that 'the library is not only this or that but it is itself a living institution, made by the people and for the service of the people'.

As human knowledge increases, the need for library increases. Books are very necessary for intellectual existence. The extent to which the users are able to retrieve information depends upon the librarian. The librarian is judged by how he transmits knowledge to the users and how much time he takes in it. Barbara kyle says that 'the librarians has a duty to preserve knowledge, so that none is wasted and make knowledge available so that no one be deprived of. Therefore, librarianship refers to a profession or to a body of knowledge which can be studied or finally to be application of this knowledge to practical activity.'

The librarian has a duty to acquire all documents that the reader requires, organize them and produce them when demanded. The success of the librarian depends on how efficiently he performs his job and how he uses the designed devices and techniques for quick and effective communication

of information. The more the users benefit from the arrangement and retrieval process of the library the better the library is said to be.

With increasing research and emergence of new subjects, literature is growing very rapidly. More and more books are coming on a subject, it becomes necessary to arrange these books so that the users get them when they want. The schemes of classification play an important role in the arrangement of documents. Many schemes have evolved beginning with Dewey to present times to facilitate the pin pointed grouping of classes and thereby making available this information to readers.

When a library adopts a particular scheme, the classifier classifies on the basis of that scheme the documents coming to library. The revision of all schemes is not very frequent even if the scheme is being revised regularly, not all libraries adopt the new revised version that has come into being. As new subjects emerge, documents acquired by library also belong to these subjects. It then becomes difficult to classify documents on the basis of present scheme of classification, keeping in mind that the documents should also be arranged in a way that the user in need of it gets the document.

The developments in the field of classification are trying to solve all problems relating to it. The trend of schemes is from general to special and from human to computer. Classificatory languages for computer is still in its primary stage, though, web versions of the schemes are available. But,

libraries are still using and will continue to use for sometime to come the traditional schemes in vogue.

PURPOSE OF STUDY

DDC is the scheme that is widely accepted in most of the Indian libraries. The Indian libraries are using DDC since the beginning of 20th century. In spite of being so popular in the libraries, the classifier complains the it is not helpful in smooth organization of growing knowledge and also they find it difficult to arrange when a lot of documents are present on a subject.

Colon classification, which has emerged in India, is not very popular in India libraries. It was first published in 1933. Dr. S.R. Ranganathan experimented with its use in big libraries and improved it and brought out its new versions. CC acquired its final shape and form when 4th edition came out. Importance was given in CC to Indian Religion, India Philosophy, Indian languages etc, still it was not accepted in India due to the use of a variety of digits.

The classifiers in India are undergoing great stress and strain while classifying documents particularly dealing with Indian subjects. The DDC prohibited local expansion and modification and at the same time it has not been able to provide some specific methods to overcome day to day and local requirements of the classifiers. The UDC, which has its fundamental

base founded on DC, is an improvement of DDC. In the introductory part of the UDC two modifications are indicated (i) UDC removes the American bias of DDC (ii) through its point of views UDC provide a mechanism whereby the structure of the general scheme may be adjusted to the needs of a special classification. In spite of all these improvements, still UDC is not able to meet the requirements of Indian subjects.

Besides classifiers, users are also facing problems in searching documents arranged through these classification schemes. The user in an open access system has to search documents through call numbers. The documents sometimes belong to a subject which need to be classified in depth, the call numbers of these document consequently become very long. In DDC the numbers are very lengthy for some minute concepts, but the documents may be coming in a large quantity in that library. Lengthy numbers are very difficult to be remembered by the user and since long numbers also appear inconvenient to the eyes the user may feel uncomfortable using them. The colon classification has its own complication. Besides the number being long, CC is very complicated too. It has complicated and unwieldy structure. Though the CC has various provisions for minute classification, still due to its mixed notation the users and the classifiers are facing problem on using it. The users feel it very

inconvenient to use the alphabetic numeric notation of CC. They feel that numeric arrangement is better.

Since no scheme is completely able to fulfill the requirements of the arrangement of subjects, modifications/ extensions are made in order to fulfill the requirement. The modifications are done to make the classification convenient. The classifiers mostly do the modifications. The classifier, according to their need, modifies the scheme. But the very purpose of all this is that the users are able to retrieve documents conveniently. Therefore, it becomes necessary that the modifications made are helpful to the users. To achieve this, it becomes necessary to keep users point of view in mind before classifying the documents.

The purpose of study therefore is:

- a) What problems do the users with the present scheme of classification face.
- b) What problems do the classifiers in classifying through the present scheme of classification face.
- c) How the classifiers are resolving the problems created by the new knowledge that has new types of complexities.
- d) How the users are being benefited by the modifications/extensions made by the classifiers.

- e) How far is the users point of view or users need kept in mind so as to make the modification, and extensions.

INTRODUCTION TO CLASSIFICATION

SCHEMES

The classification is being carried out since ancient times. Ancient and medieval philosophers to organize it systematically divided human thoughts. In India in the Vedic system the universe of subjects had been divided into four categories, namely: dharma; artha; kama; and moksa.

The origin of western philosophic system being with Plato who divided the universe of subjects into Logic, Physics and Ethics. Aristotle added more to these and divided the subjects into Logic, Metaphysics, Mathematics and Physics, Ethic, Politics, Economics, Law and Useful Arts.

Bacon's Advancement of Human learning provided a framework for dividing human thought known as chart of Human learning, which greatly influenced many library classification systems as well. From the point of view of the classification of books, he is the first among all the classificationists who has been consistent in the use of characteristics upon which he based his outlines. He observes ' the sense which is the door of the intellect, is affected by individual objects only. The images of these individuals that is, the impressions received by the senses are fixed in the memory, and pass into it, in the first instance entirely, as it were just as they

occur. Thus the human mind proceeds to review and ruminate on; and, thereupon, either simply rehearses them, or makes fanciful imitations of them; or analyses and classifies them. Therefore, from three emanations- History, Poetry and Philosophy; and there can be no others. Besides Bacon there are other modern philosophers who have attempted to divide and organize human knowledge differently. For instance Immanuel Kant in his critique of pure reason (1781) has given Dichotomy Philosophical system of subjects; George Wilhelm Friedrich Hegel in his logic (1812) provided triadic philosophical system of subjects; Thomas Hobbes in his Leviathan (1651); August Comte in his cours de philosophie positive (1830); Herbert Spencer in his classification of science (1864) and many others have divided the universe of subjects on some specific theory, studied and approached by each of them in their own way.

ORIGIN OF FEW FAMOUS SCHEMES

DEWEY DECIMAL CLASSIFICATION

Melvil L.K. Dewey devised scheme of classification for organizing books in library. It was the beginning of such a scheme it has no philosophical foundation. It is most popular of all modern library classification schemes. It was first formulated in 1873 & applied in Amherst college library. Its first edition was published anonymously in 1876 entitled 'A classification and subject Index; for cataloguing and

arranging the books and pamphlets of a library.' It contained only 42 pages out of which introduction contained 12 pages, Table 12 pages and 18 pages of index. The table contained 1000 subjects and the index had 2,600 entries only. The second edition revised and greatly enlarged appeared in 1885 titled 'Decimal Classification and Relative Index' and Melvil Dewey as its author. Between 1888 and 1942 fourteen more full editions and eight abridgements appeared. The scheme has been revised regularly, the latest 21st edition is in 4 volume.

UNIVERSAL DECIMAL CLASSIFICATION

International federation for documentation (FID) initially known as International de Bibliographie (IIB) is responsible for bringing out the UDC. Since 1905 UDC has appeared in different languages. Its 2nd edition also in French was published during the years 1927-33 under the title Classification Decimale Universelle. The third edition in German language comprising seven volumes of tables and three volumes of alphabetical index was published during 1937-53. The first British abridged edition was published in 1948, the second edition of 1957 was more detailed and then abridged edition was brought in 1961. The latest English edition of UDC is in two parts viz.

Part 1 Systematic tables (or schedules)(published in 1985)

Part 2 Index (Published in 1988)

Revision of UDC takes place in 3 ways viz.

1. Extension of topics by more detailed subdivisions
2. Minor changes in the existing class numbers of subdivision; and
3. Starvation policy introduced by Donker Duyers.

COLON CLASSIFICATION

Dr. Ranganathan's major contribution in the field of library science is colon classification. He demonstrated, by designing colon classification that a scheme of classification serves well if it is based on scientific principles. The first edition of CC appeared in 1933. The idea for designing a new scheme came in his mind when he saw that every library using DDC is locally modifying it. He felt the need for new scheme which could arrange the available document in a more helpful manner and accommodate without disturbing the future arrivals. In the first edition only 'colon' was used as the connecting symbol, up to the third edition (1950) there was no change. The 4th edition was completely revised (1952) which made CC a freely faceted classification scheme. Three additional symbols were used and one more connecting symbol was added in 6th edition reprint in 1963. The 7th edition (came out after death of Ranganathan) had a lot of changes and additions in it. It came out in 1988.

SCOPE OF STUDY

A library has a role to use its varied devices and methods and facilitate the flow of an ever increasing and complicated information smoothly, accurately and pen pointedly among the members of the society present and future. The librarians are trying the best devices to achieve this goal. They choose the best methods, which are most suitable for the collection and its users. Among these techniques is a technique used to arrange the knowledge in form of document. Many classification schemes have been used starting with Dewey to present times. The librarian or classifier chooses the schemes according to its collection. They analyses, by looking at the collection, what type of scheme would be most suitable. But the arrangement is being made for the users of this knowledge. The arrangement, which is done by call numbers, should therefore be helpful to the users. The classification schemes should be chosen keeping in mind the users need. But need of users has always been ignored. The classifier chooses the scheme according to what he thinks is useful but he ignores the users' point of view, for which the **classification is being done. Even if the classifier keeps in mind users point of view he does not ask the user, what they think is beneficial, instead he himself perceives what can be useful to the users.**

The users should be enquired about the problems they face in using call numbers & how the call numbers could be made easier to use for them. This would help in making the call numbers more beneficial for the users. This has been the reason why no literature is available on this topic in the review of related literature.

It therefore becomes necessary to make this study and bring the topic to the notice of all.

To conduct this survey it became necessary to choose a library in which large number of users belonging to different arts and science faculty could be surveyed. It needs to be a large library where many people carry out classification so that different points of views of classifiers could be found. The users should be regular and should have knowledge about the call numbers. JNU library was chosen because it had all the above qualities. Also the JNU library uses two schemes of classification: UDC for science and CC for Social science. Thus when JNU library was chosen it was kept in mind that by choosing JNU library we could study two schemes and we can also compare the problems faced by users & library staff in using those schemes.

The user's comings to the JNU are students, graduates to research scholars, and teachers. The students were chosen from the reading room and textbook section. Every 3rd or 4th students was asked to fill the questionnaire. The questionnaire was divided into 2, according to the frequency of their

visits to the library; regular and irregular. The teachers were chosen from various departments. It was seen that the teachers belong to both science and social science faculty. The teachers were also divided into two: regular and irregular according to their frequency of visits to the library.

The library staffs were chosen from nearly all sections of the library. The information was required from all of them. The library staff belonged to acquisition section; circulation section; processing section; documentation section; and newspaper clipping section. Besides these senior library staff also filled the questionnaire.

The questionnaire was divided into questionnaire filled by regular and irregular users, because the reply of the regular and irregular users differed a lot, therefore it was considered necessary to study both of them separately although an average of these two was also looked at so that the total response of the users could be found out. Also the users of science and social science were compared. The answers of these two also differed especially for the questions related with call number and arrangement of documents. Therefore a comparative study was done and the responses of science and social science students were analyzed separately (for the questions related to call numbers and arrangement of books). Much difference was seen in their answers. Also we could get an idea of what are the problems faced in using colon classification and what problems are faced in using UDC.

The suggestions of science & social science students were noted separately. students was noted separately. This helped in finding out separately what problems are faced by science students and what are the problems faced by social science students.

These library staffs were enquired about the library, its users documents and schemes being used. The main part of it was the questions related to the classification schemes. The questionnaire was distributed in different sections but a few of them like the acquisition section gave information relating to their section only. The rest of the sections answered the whole questionnaire, though a few question were left unanswered. Since, the classification of science and social science books takes place separately by different classifiers, therefore the problem faced in classifying through colon classification and UDC could be analyzed separately. Also modifications made could be analyzed separately for science and social science subjects.

It was seen by the analyses that the students belonging to social science face problem in using colon classification, they feel it is complicated and lengthy. Although the classifier keep in mind the users point of view, still the users are not being benefited it is happening due to lack of communication between library staff and the users. The library staff according to their own perception decides what will be useful to the users &

what not but unfortunately the users are still facing the problem of complicated and lengthy call number. In JNU library the number of users searching through call numbers is medium i.e, an average number of users search documents through call numbers, and it therefore becomes necessary to improve the call numbers. Also the shelf arrangement is complicated according to social science students. The science students though, coming across these problems are comparatively less in number. Comparatively a lesser number of science students come across complicated and lengthy call numbers. Thus the science students face lesser problem in using UDC. This study therefore, attempts to examine and analyze the use of schemes of classification in J.N.U library keeping in mind the problem faced by the users and library staff in using the schemes and the modification made in the schemes used.

CHAPTER - 2

REVIEW OF RELATED LITERATURE

REVIEW OF RELATED LITERATURE

Agarwal, Anil¹ did a survey on the information need and use pattern of earth science scholars. The study was limited to BHU scholars.

Anwar, MA and Majid, S² studied the users' perception of library effectiveness. They took Malaysian agricultural library as the center for their study.

Apeji, E Adeche³ carried out a survey in a Nigerian research institute. He studied the level to which the reader's information need is being satisfied.

Beke, G and Simon, B. Szabon⁴ took a medical library in Hungary for survey. They studied it from the user's point of view. They studied consequences of a survey.

Colborne, D Summers, R and Desjardins, J⁵ studied the clients' satisfaction and utilization of electronic and traditional library services. The study was carried out in the National Research Council (NRC) information Centre in Winipel, Manitoba, Canada. Its library offers a combination of traditional, print and on-site resources along with electronic, shared and off site resources, it describes the results of an interview study conducted among clients of the NRC's institute. It describes the degree of client satisfaction.

Ebeen, M⁶ made a survey of the library staff. He took Amsterdam public library for the survey. The head of Amsterdam public library says that they have much more information than the users realize.

Follmer, R Guschker, S and Mundr, S⁷ did a survey of north Rhinewest phalian university libraries. The survey was conducted and a sample of 12,416 persons was taken for the purpose of survey. They were asked about their satisfaction with the university library, concerning concrete services, atmospheric characteristics and equipment factor. This was the first time that survey methods had been developed to cope with comparisons between all university libraries in a regional cooperative.

Gandhi, T M.K.⁸ made a study on the need for catalogue use. He took various Indian libraries for the study.

Grytli, I and Revy, D.F.⁹ made a users' survey of the library of the Commercial College B.I., OSLO. The questionnaire was distributed to 1300 students and all staff members. This was to evaluate whether the library has the right product for the target group and how users evaluate the services. The information was used for decision making. It was found that there was ignorance about the databases. Thus offer was made to offer training and more user friendly and targeted information about the service provided. Better Web pages have been developed and timetabled instruction in searching for students was suggested to be started from Auttum.

High, E¹⁰ did a survey with Asian library users. He surveyed different needs of isers speaking different languages.

Hiller, S¹¹ did a survey on academic libraries,. He took the University of Washington's library. He conducted large-scale library surveys on a triennial cycle since 1992 the surveys were sent to all faculty members and a random sample of graduate and undergraduate

students. The questions were on satisfaction with library survey and resources, the reasons why students and faculty use the library, use and application of electronic information, importance of information, their priorities for library survey and resources.

Ileperuma, S¹² did a critical evaluation of information gathering behaviour of users. He took Srilanka University as the place of the survey and he took art scholars for their study.

Jaramillo, O and Rios, M.M¹³ did a survey on how public libraries make an impact on young people.

Juntunen, A and Saarti, J¹⁴ studied the use of experimental method in research into the use of a university library. The study had 2 aims: 1 to test the use of this particular method in library research and to see if this method added value to traditional survey methods, and 2 to establish which services by university libraries are most essential from the point of view of students. He took, Kuopio University for the survey. The time of survey was the autumn of 1998.

Lewes, M¹⁵ conducted a survey in the Medical science library in the University of the West Indies. The survey was on the library requirement and problem based learning.

Majid, S. and Kassien G.M.¹⁶ conducted a survey in the International Islamic university, Malaysia. He took law faculty members for this survey. He studied their information seeking behavior.

Moreno, C.M. and Casado, E.S.¹⁷ conducted a user study of a group of Spanish researchers. He studied the information needs and search habits the group. He applied 2 data collection technique for this study. One was the direct method. Questionnaire was send to them via post. Other was indirect method involving analysis of 43,468 documents requested from the Cnetro do information Documentation Ciertifca (INDOC) in the, period 1988-1993.

Niyonsega, and Bizimana, B¹⁸ conducted a study on measure of library use and user satisfaction with academic library services.

Omoniyi, J.O.¹⁹ conducted a survey on educated elites in Nigerian urban centers. He studied their pattern of library utilization.

Onadiran, R.W²⁰ conducted a study on the students opinion for the university library services. He took Nigerian university library for this study.

Petr, K²¹ conducted a survey in the faculty of education library in Osijek, Crotia. It was a comparative study between students and teachers, including the objectives of library visits, the scope of usage, the degree of satisfaction and the familiarity and level of usage of information technology. Differences in behaviour between the two group indicate the necessity of a different approach by the library personnel, if intensified work is on student education. The analysis of the questionnaire leads to the conclusion that the two groups differ in their requests and need that users from the fields of arts and humanities, and natural sciences, use information technology to the same degree.

Pritiznik, B²² conducted a research on the users of the special library in Gorenji. He studied the users approach for knowledge and the users satisfaction with library services.

Rahman, M.M and Binwal, J. C.²³ conducted a study on the use of libraries and information centers. The user group they took were the scientists and technologist in Bangladesh. They studied the usage pattern by considering the influence of users background the other variables were age, gender, qualifications and status. The sample consisted of 246 scientists and technologists from two major scientific and technical research institutes in Bangladesh. The results of the analysis show that the socio economic background has a variable influence on the use of libraries and information centers.

Reckova, V²⁴ conducted a users' survey. He used the result of this survey as a source of information for libraries.

Schager, S²⁵ carried out a survey for the users of central Michigan university Library. On the basis of evaluation of results using focus groups he found out the students' satisfaction with library services.

Singh, S.P.²⁶ carried out a survey in IIT library, Kanpur. He studied the users assessment of collection and reader services.

Talbot, D.E. and Loweel, G.R.²⁷ conducted the first comprehensive statistically valid user survey in 1996 in the University of California, San Diego (UCSD) libraries. The decision to conduct the survey followed a broad change to the library's management philosophy and organizational structure.

A users' survey team was formed consisting of libraries and support staff. The survey covered 5 areas: evaluation of services, facilities, staff and collections usage, library instructions, existing resources, and future resources. This because benchmark data and has led to improved services for users.

Uziel, A²⁸ conducted a survey on whether the academic libraries give satisfactory survey to users. An elected representative did the survey, and his viewpoint was considered as the basis of survey.

Welsh, J²⁹ conducted a pilot study users' perceptions and attitudes to library and information services (LIS) within university of Wales institute, Cardiff (UMIC), this study was carried out in November 1999. Some categories of users were very aware of service and facilities while other were vague about the nature and extent of available support from the LIS.

Young. N.J. and Seggem, M. Van³⁰ conducted a study on a focus group of users. The study was conducted to find out the general information seeking in changing times. On the basis of the result of the survey it was considered that the library would be able to satisfy the needs of its users more with changing time and changing need of its users.

CHAPTER - 3

METHODOLOGY

- ❖ OBJECTIVE
- ❖ HYPOTHESIS
- ❖ METHODOLOGY

OBJECTIVES

The following are the objectives for which the survey is being conducted:

1. To know the extent to which users are satisfied with the arrangement of documents in the library.
2. To reveal how the users search documents and what problems they face in searching documents.
3. To find out how many users are aware of call numbers and how many of them search documents through call numbers.
4. To identify the problems faced by users in using the call numbers.
5. To obtain suggestions from users for further improvement of library services.
6. To identify the problem faced by classifiers in classifying the documents.
7. To know the modifications made to overcome the problems.

8. To determine the extent to which these modifications help the users in using the class numbers.
9. To obtain suggestions from classifiers for further modifications that they think are needed.
10. To find out the extent to which the users' need is kept in mind by the classifier while classifying the document and modifying the scheme.

HYPOTHESIS

The following hypotheses are formed for testing.

1. Application of a classification scheme based on users convenience is able to fulfill the very purpose of classification.
2. Classification Scheme based on the users approach enables the staff to serve users in an appropriate and efficient way.
3. If the problems faced by users in using classification schemes are kept in mind while classifying the document the users approach will be fulfilled in a more efficient way.
4. The modification / extension made in the scheme should be done keeping in mind the need of the users. This will help the users in using the classification scheme more easily.

METHODOLOGY

University library was chosen for this survey because it contains documents on every subject from science to social science and humanities. The users who come to the library are dealing with different subjects and also the library staff has to classify documents on every subject. They have an idea about the problems being faced in classifying documents on each subject. He can also tell about the modification that are needed to be done and which are done on each subject.

The users on the other hand belonging to different subject field can give us the idea about the difficulties being faced by them in using the classification scheme, we can also find out which subjects need more attention to be classified so as to make the call numbers easier to use. We can also find out, users of which subject approach the document through call number more and users of which subject are least bothered about the call numbers.

Since the questionnaire needs to be modified according to the answers of user it was therefore necessary to select interview method along with the questionnaire method. The users were given the questionnaire and explanation was done where it was needed, this helped the users in answering the questions.

The questionnaire was designed for three groups. First student. The questionnaire was designed to find out the approach of students for the documents, what they think about the arrangement of the library, what problems do they face in searching a document and using a library. The questionnaire was also designed to find out how many users are concerned with the call numbers and problems faced by them in using those call numbers. This will help in finding out what can be done for improving they retrieval rate of the library and how to make call numbers more appropriate according to the users' need. The users' group included all from graduates to research scholars. The users' group was also asked to give suggestions for what could be done to improve library's condition.

The second questionnaire was designed for the teaching staff. It included lecturers and professors. The questionnaire was given to them in their departments. The questionnaire was designed to find out how often do the teachers visit the university library. Do they have any knowledge of call numbers, what is their approach for documents, is the collection of library appropriate, what are the subjects on which they search for the documents more, what problems do they face in searching the documents and what are their suggestions for improving library condition. They are also asked about the seminar library of their department or the collection of books in their department.

The third questionnaire was made for classifier and other library staff who are involved in the process of acquisition, processing and circulation. The staff has been enquired about the users and documents coming to the library. They were inquired about the scheme being used for classifying the documents. Generally the schemes are not able to classify all the document in depth. The classifiers are thus enquired what do they do to classify the documents in depth. What modifications have been done in the classification schemes and what was the criterion that was kept in mind to modify the scheme and how are the users benefited by it.

The first two questionnaire could be divided into 3 parts: - The first part dealing with the general information about the users, the second part dealing with the use of library i.e the time users spend in the library and his approach for documents. The third part dealing with how the users retrieves the documents, problems face by them and the suggestions given by them for improving library condition and services. This part deals with question dealing with classification.

The third questionnaire can also be divided in to 3 sections. But the first two sections are quite small, first dealing with the general information about the library staff and the second includes questions about users and documents, the rest of the questionnaire deals with the questions relating to classification schemes being used and the modifications made.

Users response was quite positive. Most of the students were quite polite and responded to the questionnaire. Out of 50 students asked to fill the questionnaire 35 students responded out these 35 students 15 users were regular users of the library and 20 were not regular users. The questionnaires were divided into 2 groups according to whether they are a regular user or not.

These 50 students were chosen from the students present in the textbook section and the reading room. Every 3rd person was asked to fillout the questionnaire and hence out of nearly 125-150 students present in the reading room and textbook section 50 were asked to fill the questionnaire.

The response of the teachers was not as good. Out of 50 teachers asked to fill the questionnaire, only 25 responded. The teachers could not fill the questionnaire due to lack of time. Some of them were ready to answer questions orally but they denied filling the questionnaire. Few teachers didn't fill the questionnaire properly, they left most of the questions of the questionnaire unanswered. Hence out of 50 teachers chosen from science and social science faculty 25 replied the questionnaire out of these 25 teachers, 15 were regular users of the library and 10 were irregular users.

Now the third questionnaire meant for the library staff was to be the filled. Library staff of different sections of the library filled the questionnaire. These section were Acquisition section, Documentation

section, Processing Section, Circulation Section and Newspaper Clipping Section.

For finding out the number of users visiting the library daily, professional assistant of the circulation and textbook sections were asked question.

In the acquisition section only a part of the questionnaire needed to be filled which contained questions about the budget and number of books acquired each year. The professional assistant of the acquisition section helped a lot in getting the current information about the budget and the number of books acquired in the present year.

The Classification of the books belonging to social science and science is being done in different places. Therefore, different questionnaire were gives to these sections. The response was quite satisfactory from both the section. From science section an Assistant librarian filled one questionnaire, where as from Social Science 2 questionnaires were filled, one by the Assistant librarian and one by the Professional Assistant. The questionnaire though due to lack of time was not filled in detail.

Besides giving them questionnaire to fill, questions were also asked to them to bring them to right direction while filling the questionnaire. It was very necessary to explain to them what was being asked in the questionnaire, for what the study is being made and what exactly was needed to be known,

this helped them a lot to answer the questions. Besides answering the questions few of them also gave important information like what are the various interdisciplinary subjects needed to be noted down immediately. Thus, the study did not include only the questionnaire method, but also the interview method.

CHAPTER - 4

DATA ANALYSIS AND INTERPRETATION

- ❖ DATA ANALYSIS OF USERS' RESPONSES
- ❖ RESPONSES OF STUDENTS BELONGING TO SOCIAL SCIENCE FIELD
- ❖ RESPONSES OF STUDENTS BELONGING TO SCIENCE FIELD
- ❖ RESPONSES OF TEACHERS BELONGING TO SOCIAL FIELD
- ❖ RESPONSES OF TEACHERS BELONGING TO SCIENCE FIELD
- ❖ DATA ANALYSIS OF LIBRARY STAFF'S RESPONSES

DATA ANALYSIS OF USERS' RESPONSES

TABLE – 1: NUMBER OF RESPONDENTS

S. No.	Type of User	No. of users asked to fill questionnaire	No. of users responded
1	Students	50	35
2	Teachers	50	25

50 Students and 50 teachers were asked to fill the questionnaire, out of these 50 Students 35 responded and out of 50 teachers 25 responded. Students were selected from the reading room and textbook sections, every 3rd or 4th student was asked to fill questionnaire.

The teachers were selected from various departments; teachers were selected from science, social science and every department.

**TABLE 2: FREQUENCY OF VISITS TO THE
LIBRARY**

S. No.	Frequency	Student		Teachers		Average of Percentage
		No. of Students	Percentage of Student	No. of Teachers	Percentage of Teachers	
1	Daily	9	25%	4	16%	21%
2	Twice a week	4	11%	7	28%	18%
3.	Weekly	2	5%	4	16%	10%
4	Fortnightl y	5	14%	6	24%	18%
5	Monthly	7	20%	4	16%	18%
6	Never	0	0%	0	0%	0%
7	Before exams	8	22%	0	0%	13%

Frequencies of the visits of students and teachers to the library indicate the use of library by them. The more frequent the user, the more he knows services of the library. Table 2, indicate that 25% of the student visit the library daily where as 16% of the teachers visit the library daily. Thus the average percentage of users visiting the library daily becomes 21%.

11% of the students and 28% of the teachers visit the library twice a week. Thus, 18% of average users visit the library twice a week. 5% of the students visit the library weekly, whereas, 16% of the teachers visit the library weekly, this makes an average of 10 % of the users visiting the library weekly. 14% of the students and 24% of the teachers visit the library fortnightly. Thus an average of 18% of the users visit the library fortnightly.

20% of the students and 16% of the teachers visit the library monthly and 22% of the students visit the library before exams.

TABLE - 3 REASONS FOR VISITING LIBRARY

S. N	Reasons	STUDENTS					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	No.	%age	Average %age	
1	To get book issued	7	46%	10	50%	48%	7	46%	4	40%	44%	46%
2	To obtain references	13	86%	9	45%	62%	12	80%	5	50%	68%	65%
3	To Keeping formed about current development	3	20%	3	15%	17%	15	100%	8	80%	92%	48%
4	To use Periodicals	4	26%	6	30%	28%	9	60%	6	60%	60%	41%
5	To read news paper	3	20%	2	10%	14%	4	26%	1	10%	20%	16%
6	To work in a Peaceful Place	6	40%	9	45%	42%	2	13%	1	10%	12%	30%

On the basis of responses of users in table 2, the users are divided into 2, groups – regular users and irregular users. This was done because there were a lot of differences in the answers of regular and irregular users.

Let us first see the responses of students. 46% of the regular students go to the library to get books issued and 50% of irregular users go to the library

to get books issued. Thus, this makes it an average of 48% of the students visiting the Library to get books issued.

86% of the regular students visit library to, obtain references, where as only 45% of irregular users visit library to obtain references, this makes it on, average of 62% of the total students visit library to obtain references.

20% of the regular students visit library to keep themselves informed about current development and 15% of Irregular students visit library to keep themselves informed about current development, this makes it an average of 17% of total users visiting library to keep themselves informed about current development.

26% of regular and 30% of irregular users visit library to use periodicals and total 28% of the students visit library to use periodicals.

20 % of regular and 10 % of irregular users visit library to read newspaper thus, 14% of the students visit library to read newspaper. 40% of regular and 45% of irregular users visit library to work in a peaceful place and hence 42% of total users visit library to work in a peaceful place.

Now coming to teachers 46% of regular teachers visit library to get book issued and 40% of irregular teachers visit library to get books issued. 80% of regular and 50% of irregular teachers visit library to obtain references, these an average 68% of the teachers visit library to obtain references 100% of the regular and 80% irregular teachers visit library to

keep themselves informed about current developments and an average of 92% of the total teachers visit library for this purpose 60% of regular, and 60% of irregular teachers visit library to use the periodicals 26% of regular teachers visit library to read newspaper and only 10 % of irregular users visit library for this purpose, thus 20% of total teachers visit library for this purpose 13% of regular and 10 % of irregular teachers visit library to work in a peaceful environment, hence 12% of total teachers visit library for this purpose.

**TABLE 4: METHODS FOR SEARCHING THE
DOCUMENTS**

S. No.	METHOD	STUDENT					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	N0.	%age	Average %age	
1	By Author	14	93%	16	80%	85%	8	53%	6	60%	56%	73%
2	BY Title	7	46%	12	60%	54%	7	46%	3	30%	40%	48%
3	By Subject	6	40%	8	40%	40%	12	80%	7	70%	76%	55%
4	By Call No,	2	13%	1	5%	8%	6	40%	3	30%	36%	20%

The table shows that 93% of the regular students and 80% of irregular students search documents through author, thus 85% of the student search documents through author 46% of regular and 60% of irregular students search documents through title, total of 54% of students search documents through title. 40% of regular and 40% of irregular students search documents through subject. 13% of regular and only 5% of irregular users search documents through call number, and an average of 8% of the students search through call numbers.

Now looking at the teachers part of the table, 53% of regular and 60 % of irregular teachers search documents through author, or an average 56% of

the teachers search through author. 46% of regular and only 30% of irregular teachers search through title, total 40% of teachers search documents through title. 80% of regular and 70% of irregular teachers search documents through subject, thus 76% of the teachers search documents through subjects.

40% of the regular teachers search the documents through call numbers and 30% irregular teachers search documents through call numbers, thus 36% of overall teachers search documents through call number.

TABLE 5 (A) LOCATING ASCERTAIN DOCUMENTS
(REGULAR + IRREGULAR STUDENTS)

S. No	Ways of Locating Documents	Very Frequently		Frequently		Sometimes		Rarely		Never	
		Reg.	Irreg.	Reg.	Irreg.	Reg.	Irreg.	Reg.	Irreg.	Reg.	Irreg.
1	Ask the library Staff	0%	30%	40%	42%	46%	24%	6%	0%	0%	0%
2	Consult library Catalogue	86%	60%	6%	32%	0%	0%	0%	0%	0%	0%
3	Take the help of your find	6%	10%	0%	20%	20%	4%	33%	5%	13%	6%

TABLE 5 (B): LOCATING A CERTAIN DOCUMENT
(AVERAGE OF STUDENTS)

S. No.	Ways of Locating a Documents	Very Frequently	Frequently	Someti-me	Rarely	Never
1	Ask the Library Staff	15%	41%	35%	3%	0%
2	Consult Library Catalogue	73%	19%	0%	0%	0%
3	Take the help of your friend	8%	10%	12%	19%	10%

The total Staff shows the percentage of students, both regular and irregular, who adopt different ways for searching only documents they want and table 5b shows the average of total students who adopt different ways for searching a documents.

None of the regular but 30% of irregular students ask the library staff very frequently for locating a documents, 40% regular student and 42% of irregular students frequently ask the library staff 46% regular students and 24% irregular students sometime and 6% of regular students rarely ask the library staff for locating a certain document. Now looking at the average we see that 15% of students very frequently 41% frequently 35% sometime and 3% rarely ask the library staff for Locating a certain document.

86% of regular 60% irregular students very frequently consult the library catalogue where as 6% of regular and 32% of irregular users frequently consult the library catalogue for locating a certain document 73% of total students very frequently and 19% of them frequently consult the library catalogue for locating a certain document.

6% of regular and 10% of irregular students very frequently take the help of their friends in locating a document 20% of irregular students and none of regular students frequently, 20% of regular and 4% of irregular students sometimes, 33% of regular and 5% of irregular students rarely 13% of regular and 6% of irregular students never take the help of their friends in

locating a certain documents. Looking at the average 8% of total students very frequently, 19% regular and 10% never take the help of their friends in locating a certain document.

**TABLE 5 C) LOCATING A CERTAIN DOCUMENT
(REGULAR + IRREGULAR TEACHERS)**

S. No.	Ways of Locating Documents	Very Frequently		Frequently		Sometimes		Rarely		Never	
		Reg.	Irreg.	Reg.	Irreg.	Reg.	Irreg.	Reg.	Irreg.	Reg.	Irreg.
1	Ask the library Staff	26%	30%	13%	10%	33%	28%	13%	10%	0%	0%
2	Consult library Catalogue	53%	45%	26%	30%	0%	10%	0%	0%	0%	0%
3	Take help of your College	0%	0%	0%	0%	0%	5%	13%	15%	26%	30%

**Table 5 D) LOCATING A CERTAIN DOCUMENT
(AVERAGE OF TEACHERS)**

S. No.	Ways of Locating a Documents	Very Frequently	Frequently	Sometime	Rarely	Never
1	Ask the Library Staff	28%	11%	31%	11%	0%
2	Consult Library Catalogue	49%	28%	10%	0%	0%
3	Take help of Your College	0%	0%	2%	14%	28%

Table 5 C) Shows the percentage of teachers (both regular and irregular) and their ways of locating a document. Table 5 D) shows the average of total number teachers and their ways of locating a document.

26% of regular and 30 % of irregular teachers consult the library staff, for locating a certain document, very frequently, where as 13% of regular and 10% of irregular teachers frequently, 33% of regular and 20% of irregular users sometimes, 13% of regular 10% of irregular users rarely ask the library staff for locating a document. Now looking at table 5 D) 28% of total teachers very frequently 11% frequently 31% sometimes and 11% rarely ask the library staff for locating a certain document.

53% of regular and 15% if irregular users very frequently consult the library catalogue a document, where as 26% of regular and 30% of irregular teachers frequently, and 10 % of irregular user sometime consult the library catalogue for locating certain document. Again looking at the average 49% of total teachers very frequently, 28% of them frequently and 5% sometimes consult a library catalogue for locating a certain document.

10 % of irregular users sometime take the help of their colleges, 13% if regular and 15% of irregular users rarely and 26% of regular and 30% of irregular users never take the help of their friends in locating a document. Again looking at the average 2% of the teachers sometimes take the help of

their colleges 14% rarely and 28% never take the help of their colleges in locating document.

TABLE 6 : USE OF CATALOGUE

S. No.	Frequently	STUDENTS					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	N0.	%age	Average %age	
1	Very Frequently	11	73%	13	65%	68%	11	73%	5	50%	64%	66%
2	Frequently	4	26%	7	35%	31%	2	13%	3	30%	20%	26%
3	Sometimes	0	0%	0	0%	0%	2	13%	2	20%	16%	6%
4	Rarely	0	0%	0	0%	0%	0	0%	0	0%	0%	0%
5	Never	0	0%	0	0%	0%	0	0%	0	0%	0%	0%

Table 6 tells us the frequency with which the users use the library catalogue 73% of regular and 65% of irregular students very frequently consult the library catalogue. Thus an average of 68% of students consult the library catalogue very frequently. 26% of regular and 35% of irregular students frequently consult the library catalogue i.e 31% of total students consult the library catalogue.

Coming to teachers, 73% of regular and 50% of irregular teachers very frequently use the library catalogue, or as average of 64% of total teachers consult the library catalogue very frequently. 13% of regular and 30% of

irregular teachers frequently use the library catalogue looking at the average 20% of total teachers frequently consult the library catalogue

13% of regular and 20% of irregular teachers sometime use the catalogue or an average of 16% of teachers sometimes consult the library catalogue.

TABLE - 7: ARRANGEMENT OF LIBRARY

S. No.	Rating	STUDENTS					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	No.	%age	Average %age	
1	Very Good	3	20%	5	25%	22%	2	13%	1	10%	12%	20%
2	Good	8	53%	9	45%	48%	8	53%	5	50%	52%	50%
3	Fair	4	26%	6	30%	28%	5	33%	2	20%	28%	28%
4	Poor	0	0%	0	0%	0%	0	0%	2	20%	8%	3%
5	Very Poor	0	0%	0	0%	0%	0	0%	0	0%	0%	0%

Looking at the 'student' part of the table we see that 20% of regular and 25% of irregular users feel that arrangement of library is very good. Thus an average of 22% of the students feel that arrangement of library is very good.

53% of regular and 45% of irregular students feel that arrangement of library is good, 26% of regular and 30% of irregular students feel that arrangement of library is fair. Looking at the average 45% of students feel that arrangement of library is good and 28% feels that it is fair.

Now let us take the teachers, we can see that 13% of regular and 10 % of irregular teachers feel that arrangement of library is very good 53% of regular and 50 % of irregular teachers feel that it is good 33% of regular and 20% of irregular teachers feels that it is fair, and none of the regular but 20% of irregular teachers feel that the arrangement of library is poor. Looking at the average 12% of the teachers feel that arrangement of library is very good 52% of feel that it is good, 28% feels that it is fair and 8% of the teachers feel that the arrangement library is poor.

**TABLE - 8: FREQUENCY OF GETTING THE
DOCUMENTS**

S. No.	Frequently	STUDENTS					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	N0.	%age	Average %age	
1	Always	3	20%	2	10%	14%	4	26%	1	10%	20%	16%
2	Sometime s	12	80%	13	65%	71%	11	73%	6	60%	68%	70%
3	Rarely	0	0%	5	25%	14%	0	0%	3	30%	12%	13%
4	Never	0	0%	0	0%	0%	0	0%	0	0%	0%	0%

Table 8 shows that 20% of regular and 10% of irregular students always get the document they want 80% of regular and 65% of irregular students sometimes get the book they want and none of the regular but 25% of irregular students rarely get the books they want. We can see that 14% of total students always get the book they want 71% sometimes and 14% rarely get the document they want.

26% of regular teachers and 10% of irregular teachers always get the book they wants, 73% of the regular teachers and 60% of irregular teachers sometimes get the book they want, where as none of the regular but 30% of irregular teachers rarely get the document they want. Thus, an average of 16% of teachers always get the document they want 70% of them sometime and 13% rarely get the document they want.

TABLE 9: KNOWLEDGE ABOUT CALL NUMBER.

S. No.		STUDENTS					TEACHERS					
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	No.	%age	Average %age	Average %age Total users
1	Know the Call Number	15	100%	16	80%	88%	15	100%	10	100%	100%	93%
2	Do not call number	4	0%	4	20%	11%	0	0%	0	0%	0%	6%

100% of the regular students and 80% irregular students have knowledge about Call number, thus 88% of the students are aware about the Call Numbers. All the teachers both regular and irregular are aware of the Call numbers.

**TABLE 10: AWARENESS ABOUT THE CALL NUMBERS
OF THEIR SUBJECTS.**

S. No.		STUDENTS					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	N0.	%age	Average %age	
1	Aware of call numbers	10	67%	7	35%	48%	13	86%	7	70%	80%	61%
2	Not Aware of the call numbers	5	33%	13	65%	51%	2	13%	3	30%	20%	38%

67% of regular and 35% of irregular students are aware of the Call number used to denote their subjects. Thus an average of 48% of students are aware of call numbers used to denote their subjects 33% of regular and 65% of irregular are not aware of it, thus an average of 51% students are not aware of call numbers used to denote their subjects.

86% of regular and 70% of irregular teachers are aware of call number used to denote their subjects. This makes it an average of 80% teachers aware about it 13% of regular and 30 % of irregular teachers are not aware of call number used to denote their subjects, the average comes out to be 38%.

**TABLE 11: USEFULNESS OF CALL NUMBERS IS
LOCATING A DOCUMENT.**

S. No.		STUDENT					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	No.	%age	Average %age	
1	Strongly Agreed	2	13%	4	20%	17%	8	53%	6	60%	56%	33%
2	Agreed	13	86%	9	45%	62%	7	46%	2	20%	36%	55%
3	Disagreed	0	0%	0	2%	6%	0	0%	0	0%	0%	3%
4	Strongly Disagreed	0	0%	0	0%	0%	0	0%	0	0%	0%	0%
5	Undecided	0	0%	5	25%	14%	0	0%	2	20%	8%	11%

13% of regular and 20% irregular students strongly agreed that call number are very useful in locating a document or 17% of total students strongly agreed that call nos. are very useful in locating a certain document.

86% of regular and 45% of irregular students agreed that call nos. are useful, where as 10% of irregular and none of the regular students disagreed that call numbers are useful in locating a documents 25% of irregular students are not sure of this. Looking at the average 62% of students agreed

and 6% disagreed that the call numbers are useful in locating a document
14% of the students are not sure of it.

Now coming to teachers, 53% of regular and 60% of irregular, teachers strongly agreed that call numbers are useful in locating a document 46% of regular and 20% of irregular teachers agreed and 20% of irregular teachers are not sure of it. Coming to the average 56% of the teachers strongly agreed and 36% of agreed that call number are useful in locating a document 8% of the teachers are not sure of it.

**TABLE 12: FREQUENCY OF SEARCHING DOCUMENT
THROUGH CALL NUMBERS.**

S. No.	Frequency	STUDENT					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	N0.	%age	Average %age	
1	Always	5	3%	3	15%	23%	3	20%	1	10%	16%	20%
2	Sometimes	5	33%	5	25%	25%	10	67%	4	40%	56%	40%
3	Rarely	4	27%	7	35%	31%	0	0%	3	30%	12%	23%
4	Never	1	7%	5	25%	17%	2	13%	2	20%	16%	16%

The table shows that 33% of regular and 15% of irregular students always search documents through call numbers. Thus 23% of average students always search documents through call numbers 33% of regular and 25% of irregular students. Sometimes 27% of regular and 35% of irregular

and 7% of regular and 25% of irregular students never search documents through call numbers. 28% of average students never search documents through their all number.

20% of regular and 10% of irregular teachers always, 67% of regular and 40% of irregular teachers sometimes, 30% of irregular teachers rarely, 13% of regular users never search documents through call numbers. Looking at the average, 56% sometimes, 12 % rarely and 16% never search documents through call numbers.

TABLE – 13: INCONVENIENCE IN USING CALL NUMBERS.

S. No.		STUDENTS					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	N0.	%age	Average %age	
1	Face Inconvenience in using call numbers	6	40%	6	30%	31%	10	67%	6	60%	64%	46%
2	Do not face Inconvenience in Using Call Numbers	9	60%	7	35%	45%	5	33%	2	20%	28%	38%
3	Can't Say	0	0%	7	35%	20%	0	0%	2	20%	8%	15%

We can see from the table that 40% of the regular and 30% of irregular students face problem in using call numbers. 60% of regular and 35

% of irregular do not find inconvenient to use call numbers and 35% are not sure of it. This makes it 31% of students face problem in using call numbers, where as 45% do not 20% are not sure of it.

67% of regular and 60% of irregular teachers face problem in using call numbers and 33% of regular and 20 % of irregular do not, 20% are not sure of it. Thus an average of 64% of teachers face problem in using call numbers and 28% do not 8% are not sure of there answers.

TABLE – 14: FREQUENCY WITH WHICH LONG CALL NUMBERS ACCURSE

S. No.	Frequently	STUDENT					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	N0.	%age	Average %age	
1	Always	3	20%	4	20%	20%	2	13%	1	10%	12%	16%
2	Sometimes	10	67%	8	40%	51%	11	73%	5	50%	64%	56%
3	Rarely	1	6%	4	20%	12%	1	6%	1	10%	8%	11%
4	Never	0	0%	0	0%	0%	1	6%	1	10%	8%	3%
5	Can/t Say	1	6%	4	20%	12%	0	0%	2	20%	8%	11%

Table shows that 20% of regular and 20% of irregular users always come across long call numbers 67 % of regular and 40% of irregular students sometimes 6 % of regular and 20% of irregular students rarely come across lengthy call numbers. 6 % of regular and 20% of irregular students are not

sure about it. Looking at the average we see that 20% of students always, 51% sometimes and 12% rarely come across lengthy call numbers. 12% of students are not sure about it.

13% of regular and 10 % of irregular teachers always come across lengthy call numbers. 73% of teachers and 50 % of irregular teachers sometimes, 6% of regular and 10 % of irregular teachers rarely, 6 % and irregular teachers sometimes, 6 % of regular and 10 % of irregular teachers rarely, 6% of regular and 10% of irregular teachers never come across lengthy call numbers. 20% of irregular users are not sure about it. Coming to the average, 12% of teachers always, 64% sometimes, 8% of them rarely and 8% never come across lengthy call numbers. 8% of them are not sure about it.

TABLE – 15: DIFFICULTY IN USING LONG CALL NUMBERS.

S. No.		STUDENT					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	N0.	%age	Average %age	
1	Face difficulty	8	53%	7	35%	42%	7	45%	4	40%	44%	43%
2	Point face difficulty	7	46%	5	25%	34%	8	53%	4	40%	48%	40%

3	Can't Say	0	0%	8	40%	22%	0	0%	2	20%	8%	16%
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The table shows that 53% of regular and 35% of irregular student face difficulty in using long call numbers where as 46% regular and 25% of irregular students do not. This makes it 42% of total student face problem in using long call numbers and 34% do not. 40% of the irregular users are not sure about it this makes an average of 22% of total students are not sure of it.

46% of regular and 46% of irregular teachers face difficulty in using long call numbers and 53% of regular and 40% of irregular teachers do not, and 20% of irregular users are not sure about it. Thus an average of 44% of teachers face problem in using long call numbers and 48% of them do not 8% of them are not sure about it.

**TABLE – 16: OCCURRENCE OF COMPLICATED CALL
NUMBERS**

S. No.		STUDENT					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	N0.	%age	Average %age	
1	Complicated Call Nos. occur	6	40%	5	25%	31%	7	46%	2	20%	36%	33%
2	Complicated call nos. do not occur	9	60%	6	30%	42%	8	53%	4	40%	48%	45%
3	Can't Say	0	0%	9	45%	25%	0	0%	4	40%	16%	21%

We can see that 40% of regular and 25% of irregular students come across complicated call numbers and 60% of regular and 30% of irregular students do not 45% of irregular users are not sure of it.

Looking at the average 31% of the students come across complicate call numbers and 42% of them do not, and 25% of the students are not sure of it.

46% of regular and 20% of irregular teachers come across complicated call numbers, and 53% of regular and 40% of irregular teachers do not i.e 36% of the teachers come across complicated call numbers and 48% do not

40% of the irregular teachers are not sure about it, thus an average of 165 of the teachers are not sure of it.

TABLE – 17: OPINION OF USERS ON WHETHER CALL NUMBERS BRING RELATED SUBJECTS TOGETHER.

S. No.		STUDENT					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	N0.	%age	Average %age	
1	Bring related subject together	10	67%	6	30%	45%	13	86%	6	60%	76%	58%
2	Do not bring related subject together	2	13%	4	20%	17%	2	13%	2	20%	16%	17%
3	Can't Say	3	20%	10	50%	37%	0	0%	2	20%	8%	25%

67% of the regular and 30% of irregular students feels that call numbers bring related subjects together and 13% of regular and 20% of irregular students do not 20% of regular and 50% of irregular users are not sure about it. Taking the average we see that 45% of students feel that call numbers. Bring related subjects together 17% of them do not 37% of the students are not sure about if.

86% of the regular and 60% of irregular teachers feel that call numbers bring related subjects together and 13% of regular and 20% of irregular teachers do not feel so. 20% of irregular users are not sure about this question thus an average of 58% teachers feel that call numbers bring related subjects together and 16% do not feel so. 8% of them are not sure about the answer to this question.

**TABLE – 18: DO THE USER FACE PROBLEM IN
SEARCHING A DOCUMENT.**

S. No.		STUDENT					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	N0.	%age	Average %age	
1	Face problem in searching documents	6	40%	13	65%	54%	8	53%	6	60%	56%	55%
2	Do not face problem searching documents	9	60%	7	35%	45%	7	46%	4	40%	44%	44%

Table 18 shows that 40% of regular students and 65% of irregular students face problem in searching a document where as 60% of regular and 35% of irregular students do not. Thus an average of 54% of students face problem in searching a documents and 48% do not.

53% of regular teachers face problem in searching the documents and 60% of irregular teachers face problem in searching a documents where as 46% of regular and 40% of irregular users do not face problem in searching documents. An average of 56% of teachers face problem in searching a documents and 44% of the teachers do not.

TABLE – 19 A) REASONS FOR NOT GETTING THE BOOKS WANTED (TEACHERS)

S. No.	Reasons	Regular		Irregular		Total %
		Numbers of teachers	% of teachers	Number of teachers	% of teachers	
1	Book are misplaced	10	66%	7	70%	68%
2	Book are issued	7	46%	5	50%	48%
3	The collection is not up to date	8	53%	6	60%	56%

Table shows that 66% of regular and 70% of irregular teachers do not get the documents because the books are misplaced i.e 68% of the teachers

53% of regular teachers face problem in searching the documents and 60% of irregular teachers face problem in searching a documents where as 46% of regular and 40% of irregular users do not face problem in searching documents. An average of 56% of teachers face problem in searching a documents and 44% of the teachers do not.

TABLE – 19 A) REASONS FOR NOT GETTING THE BOOKS WANTED (TEACHERS)

S. No.	Reasons	Regular		Irregular		Total %
		Numbers of teachers	% of teachers	Number of teachers	% of teachers	
1	Book are misplaced	10	66%	7	70%	68%
2	Book are issued	7	46%	5	50%	48%
3	The collection is not up to date	8	53%	6	60%	56%

Table shows that 66% of regular and 70% of irregular teachers do not get the documents because the books are misplaced i.e 68% of the teachers

want because it is issued i.e. 45% of total students do not get the documents they want because it is issued 33% of regular and 35% of irregular students do not get the documents because it is not average and 6% of regular and 20% irregular users do not get it because they can not locate the document.

TABLE – 20: COOPERATION BY STAFF

S. No.		STUDENT					TEACHERS					Average %age Total users
		REGULAR		IRREGULAR			REGULAR		IRREGULAR			
		No.	%age	No.	%age	Average %age	No.	%age	No.	%age	Average %age	
1	Staff is cooperative	15	100%	16	80%	88%	12	80%	6	60%	72%	81%
2	Staff not cooperative	0	0%	4	20%	11%	3	20%	4	40%	28%	418%

Table 20 shows that 100% of regular students and 80% of irregular students feels that the staff is cooperative enough, where as 20% irregular students do not think so.

60% of irregular and 80% of regular teachers feel that the staff is cooperative enough where as 20% of regular and 40% of irregular teachers do not feel so.

Thus an average 88% of students and 72% of teachers feel that staff is cooperative enough and 11% of students and 28% of teachers do not feel that staff is cooperative enough.

RESPONSES OF STUDENTS BELONGING TO SOCIAL SCIENCES.

1. PROBLEMS FACED BY SOCIAL SCIENCE STUDENTS IN USING CALL NUMBERS:

- (i) Since colon classification is being used for classifying documents in social sciences and humanities, therefore in answer to the question, “Is the call number being used alphabetic, numeric or both?” all of them replied that call numbers are both alphabetic and numeric.
- (ii) In answer to the question, “Are the call numbers inconvenient to use?” 75% replied that call numbers are inconvenient to use and 25% do not feel that call number are inconvenient to use.
- (iii) In answer to question, “How often do you search document through call numbers?” 25% replied that they always search documents through call number, 25% said that they sometimes search documents through call number, 37% replied that they rarely search through call number and 12% replied that they never search documents through call number.

- (iv) In answer to the question, “How often do they come across lengthy call numbers?” 25% of the students of social science answered that they come across lengthy call numbers always, 75% of them sometimes come across lengthy call numbers.
- (v) In answer to question, “Do you find it difficult to use long call numbers?” 62% of the students answered that they find it difficult to use long call numbers and 38% of students do not find it difficult to use long call numbers.
- (vi) When asked, “Do you think the call numbers are complicated?” 50% of the students come across complicated call numbers, 50% of them do not.
- (vii) In answer to question, “Do you face problem in searching the documents?” 50% of the students face problem in searching the documents and 50 % of the students do not face problem in searching the document.

2. SUGGESTIONS GIVEN BY SOCIAL SCIENCE STUDENTS.

- (i) The students suggested that the arrangement should be numerical i.e, they feel it complicated to use colon classification which is being used for social science subjects. The students told that they have used other libraries using numerical arrangement and they find it easier to use it.
- (ii) The students suggested that there must be a record of books that are issued.
- (iii) New books should be made available in the library. New editions should replace old books.
- (iv) The staff should be instructed to be more users friendly.
- (v) Students feel that call numbers do not direct them in searching the books. So the call numbers should be improved.
- (vi) Books are misplaced often. The student suggested that the library staff should be vigilant in rectifying the misplaced books.
- (vii) The Computerized catalogue should be checked and made error free.
- (viii) New arrivals should be on display so that the students come to know about them.
- (ix) The facility of reservation of books should be there.
- (x) The old furniture's should be replaced by new ones.

RESPONSE OF STUDENTS BELONGING TO SCIENCE FIELD.

(1) PROBLEMS FACED IN USING CALL NUMBERS

- (i) Since UDC is being used to classify science books, therefore in answer to question, “What kind of call numbers is used?” The answer of most of the students was numeric, except those whose subjects are interdisciplinary or whose topics need to include social science subjects too.
- (ii) In answer to the question, “Are the call numbers inconvenient to use?” all of them i.e. 100% replied that they don’t find it inconvenient to use call numbers.
- (iii) When asked, “How frequently do they search documents through call numbers?” 42% replied that they always search documents through call numbers and 42% replied that they sometimes search documents through call numbers 14% of the students rarely search documents through call number.
- (iv) In answer to question, “How often do they come across lengthy call numbers?” 14% of the students always come across lengthy call numbers. 57% of the students sometimes come across lengthy call numbers and 14% students never come across lengthy call numbers and 14% are not sure about this.

- (v) In answer to question, “Do you find it difficult to use long call numbers?” 42% of the science students find it difficult to use long call numbers, where as 57% of the students do not face difficulty in using long call numbers.
- (vi) In answer to question, “Do you think call numbers are complicated?” 28% replied that they come across complicated call numbers, and 71% of the students do not come across complicated numbers.
- (vii) When asked, “Do you face problem in searching the documents?” 28% replied that they face problem in searching the documents, whereas 71% of them replied that they do not face problem in searching the documents.

(2) SUGGESTIONS GIVEN BY SCIENCE STUDENTS:

- (i) Number of copies of advanced research books should be increased.
- (ii) New editions of the books should be purchased.
- (iii) Books related to subjects taught should be purchased.
- (iv) Computer facility should be made available in sufficient amount.
- (v) Books and journal should be arranged properly.
- (vi) The computer catalogue should be regularly renewed.
- (vii) Books returned by the users should be immediately replaced at their places.

- (viii) Students also suggested that there should be an orientation program for the use of library in the beginning of the semester so that the users can locate the book more efficiently.
- (ix) Books should be catalogued in as varied categories as possible
- (x) The library should be kept clean.

RESPONSE OF TEACHERS FROM SOCIAL SCIENCES.

1. PROBLEM FACED IN USING CALL NUMBERS:

- (i) In answer to question, "How often do you search documents through call number?" 22% of the social science teachers replied that they always search documents through call numbers, 66% of them sometimes search document through call number.
- (ii) When asked, "Do you think call numbers are inconvenient to use?" 77% replied that they find call numbers inconvenient to use where as 22% of them do not face problem in using call numbers.
- (iii) In answer to question, "How often do you come across lengthy call numbers?" 22% replied that they always come across lengthy call numbers, 66% sometimes come across lengthy call numbers and 11% of the teachers rarely come across lengthy call numbers.

- (iii) In answer to question, “Do you find it difficult to use long call numbers?” 55% of teachers find it difficult to use long call numbers and 44% of them do not face problem in using long call numbers.
- (v) When asked, “Do you think call numbers are complicated?” 55% of the teachers come across complicated call numbers, and 44% of them do not come across complicated call numbers.
- (vi) In answer to question, “Do you face problem in searching the documents?” 66% of the social science teachers face problem in searching the documents, where as 33% of them do not face problem in searching the documents.

2. SUGGESTION GIVEN BY SOCIAL SCIENCE STUDENTS

- (i) Proper referencing
- (ii) Books returned should be immediately returned to the shelves and should be kept at proper place.
- (iii) Teachers should be sent a copy of new arrivals, both of books and journal.
- (v) Books placed on shelved should be regularly supervised.
- (vi) Call numbers should be shorten to avoid complications.
- (vii) There should be proper documentation.
- (viii) Staff must be energetic and cooperative.

RESPONSES OF TEACHERS FROM SCIENCE FIELD.

1. PROBLEM FACED IN USING CALL NUMBERS

- (i) When asked, "How often do you search documents through call numbers?" 16% of the science teachers said that they always search documents through call numbers. 66% of the teachers sometimes search documents through call numbers, and 15% of them never search documents through call numbers.
- (ii) In answer to question, "Do you think call numbers are inconvenient to use?" 50% of the teachers find it inconvenient to use call numbers whereas 50% of them do not think call numbers are inconvenient to use.
- (iii) When the teachers were asked, "How often do you come across lengthy call numbers?" 83% of the teachers sometimes come across lengthy call numbers, and 16% never come across lengthy call numbers.
- (iv) In answer to question, "Do you find it difficult to use long call numbers?" 33% of the teachers of science subject find it difficult to use long call numbers 66% of them do not find it difficult to use long call numbers.

- (v) When asked, “Do you think the call numbers are complicated?” 33% of the teachers think that the call numbers are complicated and 66% of them do not think the call numbers are complicated.
- (vi) In answer to question, “Do you face problem in searching the documents?” 33% of the teachers replied that they face problem in searching the document and 66% of do not face problem in searching document.

2. SUGGESTION GIVEN BY SCIENCE TEACHERS

- (i) New arrivals should be displayed and should be distributed to the teachers.
- (ii) Reference librarian should provide proper guidance.
- (iii) Books misplaced by the students should be kept at proper place by staff as soon as possible.
- (iv) Library catalogue should be renewed regularly.
- (v) list of new arrivals should be displaced as soon as possible.
- (vi) The catalogue card for new arrivals should be made as soon as possible.

DATA ANALYSIS OF LIBRARY STAFFS' RESPONSES

The library staff was chosen from various section of the library, these sections are:

- (i) Acquisition Section
- (ii) Circulation Section
- (iii) Newspaper clipping Section
- (iv) Processing Section
 - i) Science Section
 - ii) Social Science Section
- (v) Documentation Section

Library staff from acquisition and circulation section filled only a part of the questionnaire.

ANALYSIS OF ANSWERS GIVEN BY LIBRARY STAFF.

- 1) The library staff was enquired about total users coming to the library daily, the answers were different and the answer varied a lot. Where one of the library staff from the circulation section answered that the number of daily users is 200-300, where as a senior library staff answered that the number is about 700.
- 2) The library staff was asked about the rough allocation of budget for various subjects in the library. The answers of various library staff varied. Some of them said that the budget is 30 lacs for social science

and 30 lacks for sciences. Library staff from acquisition section told that the total budget is 20 lacks for books. Library staff from documentation section told that the budget is 1.5 crores for books and periodicals and another library staff from documentation section gave this figure as more than 1 crores.

- 3) When the library staff was enquired about the books they acquire every year, only acquisition section was able to answer this question. The documents are acquired in 2 ways. The first is through gift. In the year 2002-2003, 1206 books and 701 thesis were acquired through gift. The second is through purchase. In the year 2001-2002, 4885 books were purchased.
- 4) The Scheme used for classifying documents are Colon Classification and Universal. Decimal Classification. Colon Classification is being used for social sciences and humanities and UDC is being used to classify science subjects.

5) **TABLE-1: CLASSIFYING DOCUMENTS IN DEPTH.**

S. No.		Librarian's Responses	Percentage of Responses.
1	Classifies Documents in Depth	6	75%
2	Do not classify documents in depth	1	12%
3	No Responses	1	12%

The library staff was enquired about classifying the documents in depth. 75% replied that they classify documents in depth. This 75% included library staff from processing section and documentation section. 12% responded that they do not classify in depth. The response was from newspaper clipping section. And there was no response from acquisition section.

- 6) The library staff was enquired about the subjects that need to be classified in depth, library staff from the processing section. (Social sciences) replied that sociology, political science and History need to be classified in depth. Library staff from other sections were also enquired about it, some of them responded that science subjects need to be classified in depth where as others responded that social science

subject need to be classified in depth some responded that all subjects need to be classified in depth and some others did not respond.

7) **TABLE –2: SCHEME USED CLASSIFYING DOCUMENTS TO A SATISFACTORY LEVEL**

S. No.		Librarian's Responses	Percentage of Responses.
1	Classifies to a satisfactory level	4	50%
2	Do no classify to a satisfactory Level	3	37%
3	No Responses	1	12%

50% of the library staff responded that the scheme is able to classify the documents to the satisfactory level. These included library staff from documentation, newspaper clipping section and a senior library staff. 37% responded that the scheme used cannot classify the documents to the satisfactory level. These included library staff from processing section (science and social science). There was no response from acquisition section.

8) **TABLE -3: LENGTH OF CALL NUMBERS.**

S. No.		Librarian's Responses	Percentage of Responses.
1	Call Numbers becomes lengthy	5	63%
2	Call Numbers do not become	2	25%
3	No Responses	1	12%

In responses to the question that do they think that call numbers becomes very lengthy, 63% of library staff responded that that call numbers become very lengthy. This library staffs were from documentation section, from newspaper clipping section, from processing section (science and social sciences), and a senior library staff.

25% responded that they don't think that the call numbers become lengthy. This answer was from documentation section and from the processing section (social science). There was no response from acquisition section.

9) **TABLE –4: PROBLEM IN CLASSIFYING USING CURRENT SCHEME.**

S. No.		Librarian's Responses	Percentage of Responses.
1	Face Problem in classifying	4	50%
2	Do not Face Problem in classifying	2	25%
3	Sometimes Face Problem Classifying	1	12%
4	No Responses	1	12%

50% of the library staff responded that they find it difficult to classify documents using present scheme of classification. This response was from processing section, (science and social sciences) from newspaper clipping section and senior library staff. The senior library staff also specified that particularly colon classification is difficult to use. The library staff from processing section (social sciences) specified that this happens due to no revision of schedule since three decades.

Another library staff from processing section (Social Science) responded that sometimes it becomes difficult to classify documents using

the present scheme of classification. There was no response from acquisition section.

25% of them responded that they do not face problem in classifying documents using present scheme of classification. This response was from processing section.

10) When the library staff was enquired about the problems they face in classifying the documents, 37% of them responded that they do not face much problem in classifying the documents. This response came from processing section (Social Science) from newspaper clipping section, and from documentation section.

The responses of the rest of the library staff are:

- a) No comprehensive schedule
 - b) Not revised for last 3 decades
 - c) Not able to deal with new subjects
 - d) Misleading titles
 - e) Numbers are difficult to construct for inter disciplinary subjects.
 - f) Colon classification does not have the new terms on which the documents have come to the library.
- 11) When the library staff was enquired about the subjects which they think are more difficult to classify, there was no response from 37% of

the library staff. These were from newspaper clipping section and documentation section. The responses of other library staff are:

- a) Socio Economic Development
- b) History
- c) Political science
- d) Sociology
- e) Philosophy
- f) Inter disciplinary subjects of science like
 - i) Environmental studies
 - ii) Regional development
 - iii) Social Medicine
 - iv) Life sciences
 - v) Molecular biology (DNA).

12) TABLE-5: MODIFIED SCHEME BEING USED.

S. No.		Librarian's Responses	Percentage of Responses.
1	Scheme used is a Modified form of original scheme	7	87%
2	Is not a modified of original Scheme	0	0%
3	No Responses	1	12%

87% of library staff responded that the scheme being used is a modified form of original scheme, these included library staff from all

section that has been taken except from acquisition section who did not respond.

13) TABLE-6: HELPFULNESS OF MODIFICATIONS MADE IN CLASSIFYING DOCUMENTS.

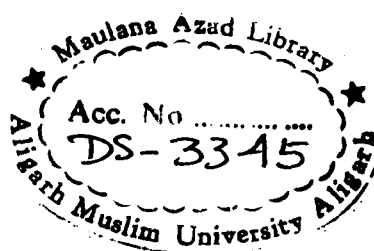
S. No.		Librarian's Responses	Percentage of Responses.
1	Modifications made are helpful	6	75%
2	Made are not Helpful	1	12%
3	No Response	1	12%

75% of the library staff feels that the modifications made are helpful in classifying documents. The responses were from processing section (social and social science) newspaper clipping section and documentation section. Senior library staff responded that the modifications made are not helpful in classifying documents. There was no response from acquisition section.

14) When enquired about the areas which are modified. The response from processing section (social science) was:

- a) All social Science areas.
- b) Only two or three subjects.

Response from documentation section was:



a) Facet formula has been modified.

There was no response from the rest of documentation section.

There was no response from processing section (science), newspaper clipping section and acquisition section.

**15 – TABLE-7: NECESSITY OF MODIFICATIONS FOR DEPTH
CLASSIFICATION**

S. No.		Librarian's Responses	Percentage of Responses.
1	Modifications are made for depth classification	7	87%
2	Modification are not made for depth classification	0	0%
3	No Response	1	12%

87% of the library staff responded that they think that the modifications are necessary for depth classification of subjects. These included library staff from all sections except the acquisition section, from where there was no response.

(16) When asked about the areas, which they think, need to be modified.

The response from processing section (social science) was:

- a) Modification is needed in all areas.
- b) Nothing to say about science and humanities, but social science need to be modified.

Response from processing section (science) was:

- a) All science areas need modification.
- b) Subjects like computer graphics need to be modified.

Response from newspaper clipping section:

- a) Science subject need to be modified.

Response from documentation section:

- a) Inter potation of new subjects that were not incorporated in 6th edition of colon classification.

There was no response from rest of the sections.

17) When enquired about the criteria which is applied for modifying the scheme. The responses from processing section (social science) were:

- a) It depends upon the team who modifies the schemes.
- b) Canons of classification.
- c) Principles and postulates of helpful sequence and notational values.
- c) Shelf arrangement (APUPA Pattern)

Response from processing section (science):

- a) User's convenience.

Response from documentation section:

- a) According to utility library.

Response from a senior library staff.

- a) Depth study of the subject.

There was no response from rest of the sections.

**18) TABLE-8: USE OF USERS SEARCHING TECHNIQUE
FOR MODIFYING SCHEMES:**

S. No.		Librarian's Responses	Percentage of Responses.
1	User's Searching Technique is Kept in Mind	5	63%
2	User's searching technique not kept in mind	1	12%
3	No Response	2	25%

63% of the library staff responded that users searching technique is kept in mind for modifying scheme. The response was from processing section (social science and science), one from the documentation section and one response from a senior library staff.

The negative response was from newspaper clipping section.

There was no response was from rest of documentation section and the acquisition section.

**19) TABLE-9:ARE USERS BENEFITED BY THE
MODIFIED FORM OF SCHEME.**

S. No.		Librarian's Responses	Percentage of Responses.
1	Users are benefited	6	75%
2	Users not benefited	0	0%
3	No Response	2	25%

75% of the library staff feels that the user are benefited by the modification made. This response was from processing section (social science and science), newspaper clipping section, a part of documentation and a senior library staff. There was no response from rest of documentation section and the acquisition section.

20) When asked about the areas where modification extension has been done there were very less responses. The response from newspaper clipping section was that the social science subjects are modified. The same response was from a library staff from processing section. Another senior staff from

processing section (social science) also gave the same answer. The answer was that almost all social sciences areas from S to Z have been modified.

21) When enquired about the factors that were taken into consideration for modification extension, the response from processing section (social science) was:

- a) Helpful sequence
- b) Fundamental categories
- c) Shelf arrangement (APUPA Pattern)
- d) Canons

The response from procession section (science) was:

- a) Users' point of view.
- b) Maintain consistency.

The was no from a part of documentation section and the rest replied:

- a) Reader's interest in locating the document.

A senior library staff replied:

- a) Depth of the of the subject is taken into consideration.

The answer from newspaper clipping section was:

- a) To help readers

22) In answer to question that do they use a later edition of the scheme for any area of knowledge, the answer that came from processing section (Social Science) was:

- a) 6th edition with some modification of 7th edition.
- b) 7th edition is used for classifying the subjects where 6th edition fails and modification is also not helpful.

The answer from processing section (Science) was:

- a) 1988 edition of the UDC is being used.
- b) The subjects classified earlier through 1960 edition are not being changed.

The response from newspaper clipping section was that they use a later edition of scheme. There was no response from documentation section.

- 23) When asked that do they use any depth schedule or full edition version for any area of knowledge, the response from processing section (social science) was:

- a) Only in certain cases

The response from processing section (sciences) was that they do not use any depth schedule or full edition version.

The response from newspaper clipping section was that they do not use any depth schedules.

A senior library staff said that they use depth schedule.

There was no response from documentation and acquisition section.

CHAPTER - 5

CONCLUSION, FINDINGS AND SUGGESTION

- ❖ **CONCLUSION**
- ❖ **FINDINGS**
- ❖ **TENABILITY OF HYPOTHESIS**
- ❖ **SUGGESTIONS**
- ❖ **SUBJECTS SEARCHED MOST BY STUDENTS**

CONCLUSION

The aim of the librarian is to select acquire, organise and disseminate knowledge present in different forms in the library. The documents should reach those for whom it is acquired, i.e. the users. For the purpose of dissemination knowledge must be properly organised in a library. It becomes quite difficult to locate a document when it is not properly arranged. Thus the need, to organise these documents properly, arises.

Classification is the technique of organizing knowledge in a library. It helps the users to locate documents easily. In an open access system, the users come across the arrangement of documents in the shelf. He needs to retrieve or locate the documents from the large collection of documents arranged in the shelf. The documents in the shelf are arranged by call numbers. The users, thus, coming in contact with the call numbers should be able to use these call numbers.

Thus, the need for the study of effectiveness of library classification schemes from the point of view of users arise. It is also necessary that the library staff should keep in mind the users' point of view.

No systematic study has been undertaken in India so far keeping in mind both users and staff. Though pushpa Dhyan in her book

“Classification scheme and Indian Libraries:” had done this kind of study but she took only library staff’s point of view.

FINDINGS

1. USERS

- a) Users using CC face more problem as compared to those using UDC
- b) Users using CC come across lengthy call numbers more as compared to those using UDC
- c) Users using CC face more problem in using long call numbers where as users using UDC also face problem in using long call numbers but not as much as those using CC.
- d) Users using UDC come across less complicated call numbers, whereas user using CC come across more complicated call numbers
- e) The users using CC face more problem in searching the documents as compared to those using UDC
- f) Users coming to library regularly are more aware of the call numbers. Almost 100% of the regular users are aware of call numbers and a large number of them are aware what call numbers are used to denote their subjects.
- g) It is clearly seen that the users, for whom the arrangement is made, face problem in using the arrangement of documents.

2. STAFF

- a) The responses of library staff varied for questions like
 - (i) How many users come to library daily
 - (ii) What is the rough allocation of budget for various subjects each year.
- b) The documents are being classified in depth except in the newspaper clipping section.
- c) The library staff from processing section feels that the documents cannot be classified in depth by existing scheme of classification
- d) The library staff of newspaper clipping section feels that the scheme classifies documents to a satisfactory level.
- e) Most of the library staff feel that the call numbers become lengthy.
- f) The library staff of processing section face problem in classifying documents through existing scheme of classification.
- g) Library staff (especially those using UDC) feel that it is difficult to classifying interdisciplinary subjects.
- h) They feel that the existing classification schemes are not able to deal with new subjects Colon classifications which does not have the new terms which have come into being.
- i) Almost all library staff thinks that modification is necessary for depth classification

- j) A large number of staff (including all from processing section) say that they keep user's searching technique in mind while modifying the schemes and that the users are being benefited by it.

TENABILITY OF HYPOTHESIS

HYPOTHESIS – I

Application of a classification scheme based on users convenience is able to fulfill the very purpose of classification.

The Library staff on one hand says that they keep in mind users' convenience and their searching techniques before modifying the schemes, whereas on other hand the users say that they face problem in using the classification schemes, especially CC. Thus we see a gap between the users' and staff's point of view.

HYPOTHESIS – II

Classification scheme based on the user's approach enables the staff to serve users in an appropriate and efficient way.

Social science subjects have been classified by colon classification. The students of social science face problem in using call numbers. These students, face more problem in search documents, whereas, the students of

science, which is being classified by UDC, face very less problem in using call number also they face less problem in searching documents.

Thus, if the classification scheme is chosen keeping in mind the users' point of view it will help the users in locating the documents they want.

HYPOTHESIS – III

If the problems faced by users in using classification schemes are kept in mind while classifying the document the user's approach will be fulfilled in a more efficient way.

Due to lack of communication between the users and staff the actual problems faced by the users are not recognized properly. The library staff says, that they keep in mind users problems before classifying the documents, but the library staff's perception of users' problem is quite different from the users' actual problem. This is the reason that many users still face problem in using the call numbers.

HYPOTHESIS IV

The modification/extensions made in the scheme should be done keeping in mind the need of the users. This will help the users in using the classification schemes more easily.

Due to information explosion new subjects have emerged while some of the existing ones lost its individual identity and merged with its allied subjects, many minor parts of subjects have grown to become new subjects.

Number of users searching for the documents on these subjects have also come up. Thus, modification/extensions have been done in existing schemes (CC and UDC) to satisfy these approaches of users.

SUGGESTIONS

1. Users should be enquired about their need the problems they face in searching documents problems they face in using call numbers etc. this will help the library staff to be more aware of users' actual problem and need.
2. Modifications/extension should be made to avoid long call numbers
3. Users should be enquired that how far are they satisfied with the arrangement of library and they should be asked to give suggestions for the improvements they think are needed from time to time.
4. Modifications / extension should be made in the scheme so that the new terms and subjects could be classified.
5. Users face a lot of problem in using colon classification, thus either any other schemes should be adopted with which the users can be more convenient or the colon classification should be modified and made less complicated.
6. The Library staff should help the users in using the call numbers

SUBJECTS SEARCHED MOST BY SOCIAL SCIENCE STUDENTS

1. Political Theory
2. East Europe
3. Marxism
4. Economics
5. Philosophy
6. History
7. Political Science
8. Wars and Arms
9. International Relations
10. Sociology
11. Religion
12. Theology
13. Urban Studies
14. Crime/violence
15. Feminism

SUBJECTS SEARCHED MOST BY SCIENCE STUDENTS.

1. Life Science
2. Gender
3. Chemistry

4. Environmental Science
5. Physics
6. Solid state physics
7. Super conductivity
8. Geology

APPENDICES

- ❖ BIBLIOGRAPHY
- ❖ QUESTIONNAIRE

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STUDENT'S QUESTIONNAIRE

1. Name :
2. Name of the library:
3. Designation:
4. Academic qualification:
5. Topic of research, if any:
6. Age:
7. How often do you visit the university library?

Daily	[]	Twice a week	[]
Weekly	[]	Fortnightly	[]
Monthly	[]	Never	[]
Before exam	[]		
8. What is mostly the reason for visiting library?
 - a. To get books issued []
 - b. To use periodicals []
 - c. To use reference materials []
 - d. To read newspaper []
 - e. To work in a peaceful place []
 - f. To keep informed themselves about current development []
9. How do you search for the documents?
 - a. By Author []
 - b. By title []
 - c. By Subject []
 - d. By Call No. []
10. What do you do for locating a certain document?

Very frequently	Frequently	Sometimes	Rarely
[]	[]	[]	[]
11. How often do you use the lib catalogue?

Very frequently	Frequently	Sometimes	Rarely	Never
[]	[]	[]	[]	[]

12. What do think about the arrangement of library?
- | | | | |
|----|-----------|---|---|
| a. | Very Good | [|] |
| b. | Good | [|] |
| c. | Fair | [|] |
| d. | Poor | [|] |
| e. | Very Poor | [|] |
13. How often do you get the books you want?
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
| [] | [] | [] | [] |
14. Do you know about the call number?
- | | | | |
|-----|-----|----|-----|
| Yes | [] | No | [] |
|-----|-----|----|-----|
15. Call numbers are very useful in locating a book. How do you agree with this statement?
- | | | | | |
|--------------------|--------|----------|----------------------|-----------|
| Strongly
Agreed | Agreed | Disagree | Strongly
Disagree | Undecided |
| [] | [] | [] | [] | [] |
16. Are you aware what call numbers are used to denote your subject?
- | | | | |
|-----|-----|----|-----|
| Yes | [] | No | [] |
|-----|-----|----|-----|
17. How often do you search documents through their call numbers?
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
| [] | [] | [] | [] |
18. What kind of call no. does your library use?
- | | |
|------------|-----|
| Alphabetic | [] |
| Numeric | [] |
| Both | [] |
19. Do you think the call numbers are inconvenient to use?
- | | | | |
|-----|-----|----|-----|
| Yes | [] | No | [] |
|-----|-----|----|-----|
20. How often do you come across lengthy call nos.?
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
| [] | [] | [] | [] |

21. Do you find it difficult to use long call numbers?
Yes [] No []
22. Do you think the call numbers are complicated?
Yes [] No []
23. Do you think call numbers bring related subjects together?
Yes [] No []
24. What are the subjects on which you search for documents more?
25. Do you face problem in searching the documents?
Yes [] No []
26. Why don't you get the document you want?
Books are issued []
Books are not available []
Books are misplaced []
You cannot locate the document[]
27. Do you think library staff is cooperative enough?
Yes [] No []
28. Do you think the collection of library is adequate?
Yes [] No []
29. What do you think should be done to improve the library conduction?

TEACHER'S QUESTIONNAIRE

8. Name :
9. Name of the library:
10. Designation:
11. Academic qualification:
12. Topic of research, if any:
13. Age:
14. How often do you visit the university library?

Daily	[]	Twice a week	[]
Weekly	[]	Fortnightly	[]
Monthly	[]	Never	[]
Before exam	[]		
8. What is mostly the reason for visiting library?
 - a. To get books issued []
 - b. To obtain references []
 - c. To keep informed themselves about current development []
 - d. To use periodical []
 - e. To read newspaper []
 - f. To work in a peaceful place []
9. How do you search for the documents in your seminar library?

Yes	[]	No	[]
-----	---------	----	---------
10. How do you search for the document?
 - a) By Author []
 - b) By Title []
 - c) By Subject []
 - d) You know the place of the book []
 - e) By Call No. []

11. What do you do for locating a certain document?

	Very frequently	Frequently	Sometimes	Rarely	Never
i. Ask the lib. Staff	[]	[]	[]	[]	[]
ii. Consult lib. Catalogue	[]	[]	[]	[]	[]
iii. Take help of your colleague	[]	[]	[]	[]	[]

12. How often do you use catalogue?

Very frequently	Frequently	Sometimes	Rarely	Never
[]	[]	[]	[]	[]

13. What do think about the arrangement of library?

a. Very Good	[]
b. Good	[]
c. Fair	[]
d. Poor	[]
e. Very Poor	[]

14. How often do you get the books you want?

Always	Sometimes	Rarely	Never
[]	[]	[]	[]

15. Are you aware what call numbers are used to denote our subject?

Yes []	No []
-------------	------------

16. Call numbers are very useful in locating a book. How do you agree with this statement?

Strongly Agreed	Agreed	Disagree	Strongly Disagree	Undecided
[]	[]	[]	[]	[]

17. How often do you search documents through their call numbers?

Always	Sometimes	Rarely	Never
[]	[]	[]	[]

18. Do you think the call numbers are inconvenient to use?
Yes [] No []
19. How often do you come across lengthy call numbers?
Always Sometimes Rarely Never []
[] [] [] []
20. Do you find it difficult to use long call numbers?
Yes [] No []
22. Do you think the call numbers are complicated?
Yes [] No []
23. Do you think call numbers should be shorten so as to avoid complications?
Yes [] No []
24. What are the subjects on which you search for documents more?
25. Do you face problem in searching the documents?
Yes [] No []
26. Why don't you get the document you want?
Books are issued []
Books are misplaced []
the collection is not upto date []
27. Do you think library staff is cooperative enough?
Yes [] No []
28. What do you think should be done to improve the library conduction?

LIBRARY STAFF'S QUESTIONNAIRE

1. Name:
2. Name of the library:
3. Designation:
4. Age:
5. How many users come to the library daily?
6. What is the rough allocation of budget for varies subjects in your library?
7. How many documents does the library acquire every week?
8. What scheme do you use to classify the documents?
9. Do you classify documents in depth?
Yes [] No []
10. What are subjects which need to be classified in depth?

11. Do you think the scheme you use helps in classifying all documents to the satisfactory level?
Yes [] No []
12. Do you think the call numbers become very lengthy?
Yes [] No []
13. Do you find difficult to classified documents using the present scheme of classification?
Yes [] No []
14. What problems do you face in classifying the documents?

15. What are the subjects which you think are more difficult to classify?
16. Is the scheme being used a modified form of the original scheme?
Yes [] No []
17. Do you think the modification made are helpful in classifying documents?
Yes [] No []
18. What are the areas which are modified?
19. What are the areas which you think need to be modified?
20. Do you think modification is necessary for depth classification of subjects?
Yes [] No []
21. What criteria do you apply for modifying the scheme?
22. Do you in mind user's searching technique for modifying the scheme?
Yes [] No []
23. Do you think the users are benefited by modified form of scheme?
Yes [] No []
24. Which are the areas where modification/extension of the scheme has been done.

25. What factors were taken into consideration for modification/extension?
26. Do you use a later edition of the scheme for any area of knowledge?
27. Do you use any depth schedule or full edition version for any area of knowledge?